

San Antonio Independent School District
Jefferson High School
2022-2023 Goals/Performance Objectives/Strategies

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Goals

Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS

1a: Increase the District overall grade under State Accountability and the percent of campuses rated Accomplished or Higher on the SAISD School Performance Framework (SPF)

Performance Objective 1: Increase our Campus overall grade under State Accountability from 79 in 2019 (last campus report card rating) to an 85 by the end of 2023.

Evaluation Data Sources: State accountability and the SAISD School Performance Framework (SPF) results and ratings.





Strategy 1 Details	Reviews			
<p>Strategy 1: Additional teachers will be purchased for EOC intervention purposes to increase student performance and close the achievement gap for learning.</p> <p>KPI/Metric/Measure: Increase student performance on EOC scores from prior year.</p> <p>Staff Responsible for Monitoring: Administrative Team, Academic Dean, Department Chairs, Teaching Staff</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: ELA Intervention Support Teacher (Johnny Martinez) - 211 - ESEA Title I, Part A - Regular - 211-1-6119-39-007-300-0-00 - \$75,000, Mathematic Intervention Support Teacher (Kevin McCormick) - 211 - ESEA Title I, Part A - Regular - 211-1-6119-00-007-300-0-00 - \$75,000, Science Intervention Support Teacher (Angela Sanchez) - 211 - ESEA Title I, Part A - Regular - 211-1-6119-00-007-300-0-00 - \$75,000, Science Intervention Support Teacher (Thomas Garcia) - 211 - ESEA Title I, Part A - Regular - 211-1-6119-39-007-300-0-00 - \$75,000, I&S Intervention Support Teacher (David Vela) - 211 - ESEA Title I, Part A - Regular - 211-1-6119-00-007-300-0-00 - \$75,000, I&S Intervention Support Teacher (Carlos Bazaldua) - 211 - ESEA Title I, Part A - Regular - 211-1-6119-00-007-300-0-00 - \$75,000, I&S Intervention Support Teacher (Alejandro Johnson) - 211 - ESEA Title I, Part A - Regular - 211-1-6119-00-007-300-0-00 - \$75,000, Science Intervention Support Teacher (Chantel Babcock) - 211 - ESEA Title I, Part A - Regular - 211-1-6119-00-007-300-0-00 - \$75,000</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: PLC Model will be implemented in core subject areas to plan, review student progress data, and deliver rigorous engaging lessons with blended AVID and IB strategies through increased Collaborative Team time provided this year.</p> <p>KPI/Metric/Measure: Documentation of collaborative team meetings and student academic progress data will be provided to administration by Academic Deans/Core Departments. Increase planning, delivery, and engaging lessons to increase student performance.</p> <p>Staff Responsible for Monitoring: Administrative Team, IB Coordinators, Academic Deans, DC</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Students will be provided with informal, formative, and summative assessments in a variety of formats to monitor progress.</p> <p>KPI/Metric/Measure: Progress monitor tracking documents</p> <p>Staff Responsible for Monitoring: Teachers, Academic Deans, IB Coordinators, Admin</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Resources Needed: Supplies and Materials-Credit by Exam - 164 - State Compensatory Education (SCE) - \$900, Resources Needed: Supplies and Materials-MAP - 164 - State Compensatory Education (SCE) - \$6,500</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Administration will perform learning walks with MYP/DP & AVID Coordinators, Academic Deans, or DC teachers once a six weeks.</p> <p>KPI/Metric/Measure: Increase knowledge of instructional practices by comparing debriefing information from rounds.</p> <p>Staff Responsible for Monitoring: Campus Administration, Academic Deans, MYP/DP Coordinators, AVID Coordinator</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>-</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 5 Details	Reviews			
<p>Strategy 5: District Instructional Coaches, Academic Deans and MYP/DP Coordinators assisting teachers in the classroom at least once a six weeks.</p> <p>KPI/Metric/Measure: Increase knowledge and diversity of instructional strategies to engage students in problem solving skills.</p> <p>Staff Responsible for Monitoring: Administration, Academic Deans, IB Coordinators, Instructional Coaches</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Integrate Document Based Questions (DBQ's) in grades 4-7 social studies instruction and in High School including: World Geography, World History, Government, and Economics courses to promote improved student writing and content knowledge by providing professional learning and resources.</p> <p>KPI/Metric/Measure: Implementation of Document Based Questions should improve student writing skill and social studies content knowledge and skills. This should result in increased performance on state assessments in writing and social studies.</p> <p>Staff Responsible for Monitoring: Social Studies Director, Social Studies Instructional Specialists, Social Studies Department Chairs, SS Academic Dean</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Instructional Resources - 164 - State Compensatory Education (SCE) - \$1,500</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 7 Details	Reviews			
<p>Strategy 7: Improve performance and the US History EOC by supporting preparation, remediation, and intervention for social studies by providing targeted instructional and intervention resources, professional learning for teachers, and resources and professional learning for summer EOC retested preparation.</p> <p>KPI/Metric/Measure: Increase in % approaches, meets, and masters on social studies state assessments.</p> <p>Staff Responsible for Monitoring: SS DC, SS Academic Dean</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Intervention Instructional Support - 164 - State Compensatory Education (SCE) - \$3,000</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 8 Details	Reviews			
<p>Strategy 8: Implement flexible pedagogy to increase rigor in Science by providing high quality, standards-aligned instructional resources and professional development, promoting inquiry based investigations and student-centered cooperative activities.</p> <p>KPI/Metric/Measure: Students spend instructional time engaged with on-grade-level standards aligned tasks, leading to increased student achievement.</p> <p>Staff Responsible for Monitoring: Science DC, Academic Dean, Science Dept., Instructional Coach, Administration</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Instructional Resources - 164 - State Compensatory Education (SCE) - \$1,450</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 9 Details	Reviews			
<p>Strategy 9: In order for teachers to be able to make informed instructional decisions to data, they will need to have access to Eduphoria through the use of printer/ scanner to upload student data.</p> <p>KPI/Metric/Measure: Improve the quality of instruction through data decision making ultimately leading increased student achievement.</p> <p>Staff Responsible for Monitoring: DC, Academic Deans, Instructional Coaches, Administration</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Printer/Scanners - 164 - State Compensatory Education (SCE) - \$500</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 10 Details	Reviews			
<p>Strategy 10: Student writing guideline will be distributed in all content areas to support Eng I and Eng II EOC scores using the AVID strategies. Supplies will be utilized to support our students in this endeavor.</p> <p>KPI/Metric/Measure: Increase in writing scores for Eng I and Eng II from previous school year.</p> <p>Staff Responsible for Monitoring: Collaborative Teams, DC's, Academic Deans, Admin Team, District Instructional Coaches, MYP/DP Coordinators</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: Math Supplies, Materials, Technology - 164 - State Compensatory Education (SCE) - \$5,000 , Science Supplies, Materials, Technology - 164 - State Compensatory Education (SCE) - \$11,844, I&S Supplies, Materials, Technology - 164 - State Compensatory Education (SCE) - \$5,000</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 11 Details	Reviews			
<p>Strategy 11: Campus will plan for an instructional showcase through Faculty meetings once a six weeks.</p> <p>KPI/Metric/Measure: Increase the knowledge of instructional practices for student collaboration and problem solving skills.</p> <p>Staff Responsible for Monitoring: Administration, Academic Deans, IB Coordinators, DC's</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 3 - Student Learning 2</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 12 Details	Reviews			
<p>Strategy 12: New Teacher Mentor Program will continue to improve by providing support in effective teaching methods through monthly meetings as a campus and weekly meetings with mentors "buddies" of new teachers/staff.</p> <p>KPI/Metric/Measure: Agenda, Sign-in sheets, Walk-throughs, Feedback, NT Surveys</p> <p>Staff Responsible for Monitoring: Administrator for NTMP, Mentors, District Consulting Teacher</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: Demographics 3 - Student Learning 2</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 3: There is a need to recruit, develop, and retain high quality and experienced staff which includes teachers and administrators. Root Cause: Ensure a plan is in place to grow and retain high quality teachers and administrators that includes positive mentoring relationships, professional development opportunities, on going curriculum training, and leadership/growth opportunities for staff.</p>
Student Learning
<p>Problem Statement 1: As a district, 31% of students are at grade level in reading and 35% in math. 16% of our students are not graduating "on time," and 27% of our students are not college, career, or military ready. Also, 17.2 % of Emergent Bilinguals are scoring beginning on TELPAS reading and 31.8% of EB students with multiple years in the US are scoring Beginning/Intermediate on TELPAS composite. Root Cause: As a district, we need to improve systems that involve assessments, evaluate the assessments' results, create targeted, differentiated, and aligned learning experiences, and create intervention plans for students with gaps in grade-level readiness.</p>
<p>Problem Statement 2: There is a need to recruit, develop, and retain high quality and experienced staff which includes teachers and administrators. Root Cause: Ensure a plan is in place to grow and retain high quality teachers and administrators that includes positive mentoring relationships, professional development opportunities, on going curriculum training, and leadership/growth opportunities for staff.</p>

Student Learning





Problem Statement 3: Jefferson students have not met or exceeded state and national averages on assessments in rigorous courses or for college admissions. PSAT, SAT, ACT, and TSI scores are below the college readiness benchmark standards creating a gap in opportunities for college admission and enrollment. **Root Cause:** Implement with fidelity the AVID Strategies school-wide. Teachers will have opportunities to attend Professional Development (AP, IB). Develop time in the school day for enrichment opportunities for students.

Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS

Ia: Increase the District overall grade under State Accountability and the percent of campuses rated Accomplished or Higher on the SAISD School Performance Framework (SPF)

Performance Objective 2: By the end of the year, increase family and community engagement by 10% across the campus.

Evaluation Data Sources: Parent/Family Surveys and Campus Family Engagement Schedules

Strategy 1 Details	Reviews			
<p>Strategy 1: Various school events will be posted on campus website/social media. Event notices will be sent through Remind 101 app, School Messenger, calendar and flyers. Events flyers will also be visible near attendance office for parent checking students in/out.</p> <p>KPI/Metric/Measure: Documentation of Events, Percentage attended, Sign-in sheets</p> <p>Staff Responsible for Monitoring: Principal, Webmaster, FACE Specialist, Principal Secretary</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Campus Weekly E-News Letter and Campus Calendar</p> <p>KPI/Metric/Measure: Campus Calendar for Staff, E-News Letter to Parents</p> <p>Staff Responsible for Monitoring: Principal, Principal Secretary, FACE Specialist</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Jefferson Young Women's Educational Leadership Committee will be held monthly to provide opportunities for Jefferson, feeder schools and community organizations to meet and discuss issue affecting the community.</p> <p>KPI/Metric/Measure: Sign-in sheet, Agenda</p> <p>Staff Responsible for Monitoring: Principal, FACE Specialist</p> <p>Problem Statements: Perceptions 2</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Perceptions

Problem Statement 1: Parent participation is not at the preferred level for academic focused events and assisting their student to complete college applications/FAFSA form. . **Root Cause:** Develop partnerships that involve parents in the decision making process for student academic success. Educate families on the importance of completing college applications/FAFSA form.





Problem Statement 2: Strategic partnerships will focus on individual student endorsement pathways. **Root Cause:** Jefferson will develop partnerships with professionals in the community that are linked to student endorsement choices.

Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS

1a: Increase the District overall grade under State Accountability and the percent of campuses rated Accomplished or Higher on the SAISD School Performance Framework (SPF)

Performance Objective 3: By the end of the year, tier 3 intervention plans will be documented in the MTSS platform with 100% of them containing all three critical components.

Evaluation Data Sources: MTSS System Audits

Strategy 1 Details	Reviews			
<p>Strategy 1: MTSS intervention for students reading one or more years below grade level and who have been identified by their teacher teams as needing additional assistance to meet or exceed expected growth. Intervention will be provided either through guided reading/invitational groups or small group instruction with teachers utilizing TEKS-aligned resources to include web-based platforms or teacher-led intervention adaptive to students' strengths and needs.</p> <p>KPI/Metric/Measure: Usage and student growth/results data from progress monitoring. Increase in overall proficiency rates and student groups in reading and math.</p> <p>Staff Responsible for Monitoring: Teachers, MTSS Coordinator, Behavior Specialist, Administration</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Intervention Material/PD - 164 - State Compensatory Education (SCE) - \$1,200</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Core Teachers will review MTSS interventions once a month through their collaborative teams to document and provide support for students.</p> <p>KPI/Metric/Measure: Intervention plans in MTSS, Progress monitoring document, 9 weeks audit by the overseeing administrator and Academic Deans.</p> <p>Staff Responsible for Monitoring: Core Teachers, Admin, Academic Deans</p> <p>- TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 1: As a district, 31% of students are at grade level in reading and 35% in math. 16% of our students are not graduating "on time," and 27% of our students are not college, career, or military ready. Also, 17.2 % of Emergent Bilinguals are scoring beginning on TELPAS reading and 31.8% of EB students with multiple years in the US are scoring Beginning/Intermediate on TELPAS composite. **Root Cause:** As a district, we need to improve systems that involve assessments, evaluate the assessments' results, create targeted, differentiated, and aligned learning experiences, and create intervention plans for students with gaps in grade-level readiness.


Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS


1a: Increase the District overall grade under State Accountability and the percent of campuses rated Accomplished or Higher on the SAISD School Performance Framework (SPF)


Performance Objective 4: Increase the English Learner progress rate (Domain 3) by 5% as determined by STAAR.


Evaluation Data Sources: STAAR results

Strategy 1 Details	Reviews			
<p>Strategy 1: Economically disadvantaged, ESL and Special Education students will be engaged appropriately to increase progress measures in the areas of Math and Reading by targeting specific low performing TEKS through interventions and effective use of the Co-teach model in the classroom setting to support student needs. Supplies and resources will be utilized to support our students in this endeavor.</p> <p>KPI/Metric/Measure: Economically disadvantaged, ESL and Special Education students performance in Reading and Math will increase 5% from previous year.</p> <p>Staff Responsible for Monitoring: Campus Administration, Academic Deans, DC's, Special Education Department, ESL Department</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 2, 3 - Student Learning 2, 4</p> <p>Funding Sources: ELA Reading Supplies and Materials - 164 - State Compensatory Education (SCE) - \$5,000, Math Supplies and Materials - 164 - State Compensatory Education (SCE) - \$1,000, Math Supplies, Materials, and Technology - 211 - ESEA Title I, Part A - Regular - \$22,000</p>	Formative			Summative
	Oct	Jan	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 4 Problem Statements:

Demographics
<p>Problem Statement 2: Based on progress assessment data, continued support for special pops is needed in the classroom environment to increase student performance. Root Cause : The GEC Co-teach Model and ESL 7 Steps to A Language-Rich Classroom strategies should be implemented appropriately to support learning in the classroom.</p> <p>Problem Statement 3: There is a need to recruit, develop, and retain high quality and experienced staff which includes teachers and administrators. Root Cause: Ensure a plan is in place to grow and retain high quality teachers and administrators that includes positive mentoring relationships, professional development opportunities, on going curriculum training, and leadership/growth opportunities for staff.</p>

Student Learning

Problem Statement 2: There is a need to recruit, develop, and retain high quality and experienced staff which includes teachers and administrators. **Root Cause:** Ensure a plan is in place to grow and retain high quality teachers and administrators that includes positive mentoring relationships, professional development opportunities, on going curriculum training, and leadership/growth opportunities for staff.

Problem Statement 4: Based on progress assessment data, continued support for special pops is needed in the classroom environment to increase student performance. **Root Cause** : The GEC Co-teach Model and ESL 7 Steps to A Language-Rich Classroom strategies should be implemented appropriately to support learning in the classroom.





Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS

1a: Increase the District overall grade under State Accountability and the percent of campuses rated Accomplished or Higher on the SAISD School Performance Framework (SPF)

Performance Objective 5: Library Media Services: 100% of students will have access to both print and digital library resources to read for pleasure and academic achievement; and in support of information literacy, inquiry, reading and digital learning.

Evaluation Data Sources: Circulation statistics, Digital resource usage statistics, STAAR Reading

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide digital and print collections (English and Spanish) and databases for General Library. KPI/Metric/Measure: 10% increase in circulation. Monthly communication of LMS services. Increased capacity as measured by the Future-Ready Pathways for technology and Google certifications. Staff Responsible for Monitoring: Librarian and Administration</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>Problem Statements: School Processes & Programs 4</p> <p>Funding Sources: General Library - 164 - State Compensatory Education (SCE) - \$3,500, Library Resources - 164 - State Compensatory Education (SCE) - \$3,000</p>	Formative			Summative
	Oct	Jan	Apr	June

 0% No Progress
 100% Accomplished
 Continue/Modify
 Discontinue

Performance Objective 5 Problem Statements:

School Processes & Programs
<p>Problem Statement 4: The campus will replenish literature and media resources needed for student learning in the library. Root Cause: Prioritize purchasing materials in this area for the library use with students.</p>

Goal 2: ENSURE PROFICIENCY

2a: Increase the percent of students kinder ready in Reading & Math (as identified by MAP BOY or subsequent State assessments)

Goal 3: ENSURE PROFICIENCY

2b: Increase the percent of Grade 3 students on grade level in Reading & Math STAAR





Goal 4: ENSURE PROFICIENCY

2c: Increase the percent of all students on grade level (all grades/all subjects at the Meets grade level standard)

Performance Objective 1: Increase the achievement percent of campus students on MTS grade level from 35 to 40.

Evaluation Data Sources: Circle, MAP, and STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide and allow teachers to attend professional learning that enhances literacy and bi-literacy, sheltered Instruction in the content area, best practices to increase instructional teacher efficacy, Certification Pathway, technology and strategic planning.</p> <p>KPI/Metric/Measure: Implementation of PD, Sign-in sheets, Student Products, Lesson Plans Increase teachers' efficacy and provide various high-yielding instructional strategies to address all SAISD students.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent, Teaching and Organizational Learning/Special Projects Coordinators, Administrative Team, Academic Deans, IB Coordinators</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Professional Services/Related Materials - 164 - State Compensatory Education (SCE) - \$1,292, Professional Development - 282 - ESSER - \$12,345</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Campus will provide resources for teachers for reading, intervention, and remediation.</p> <p>KPI/Metric/Measure: STAAR scores, MAP, Assessments</p> <p>Staff Responsible for Monitoring: DC, teachers, Academic Deans, Administration, Instructional Coach</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Instructional Material - 164 - State Compensatory Education (SCE) - \$3,360, Instructional Books - 164 - State Compensatory Education (SCE) - \$4,250</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Implement a structured framework of writing instruction where students learn the writing process. Provide resources and tools that support gradual release of responsibility in writing skills.</p> <p>KPI/Metric/Measure: Journal writing, Quick write, STAAR Performance</p> <p>Staff Responsible for Monitoring: English DC, Academic Dean, Instructional Coach, Administration</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Instructional Writing Material - 164 - State Compensatory Education (SCE) - \$6,000</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Implement AVID strategies in a school-wide model to include curriculum materials, teacher training and AVID tutors. Strategies should include: WICOR, Focused note-taking, Organizational strategies including using binders & planners, AVID elective course at each secondary grade level.</p> <p>KPI/Metric/Measure: Schoolwide results in improved student performance across all disciplines on measures including STAAR/EOC, PSAT/SAT, MAP and performance in advanced courses.</p> <p>Staff Responsible for Monitoring: Campus Leadership Team, Campus AVID Coordinator, Campus Teachers</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: Membership fees, teacher & administrator training, instructional resources and AVID Tutors - 164 - State Compensatory Education (SCE) - \$13,260</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: As a district, 31% of students are at grade level in reading and 35% in math. 16% of our students are not graduating "on time," and 27% of our students are not college, career, or military ready. Also, 17.2 % of Emergent Bilinguals are scoring beginning on TELPAS reading and 31.8% of EB students with multiple years in the US are scoring Beginning/Intermediate on TELPAS composite. Root Cause: As a district, we need to improve systems that involve assessments, evaluate the assessments' results, create targeted, differentiated, and aligned learning experiences, and create intervention plans for students with gaps in grade-level readiness.</p> <p>Problem Statement 3: Jefferson students have not met or exceeded state and national averages on assessments in rigorous courses or for college admissions. PSAT, SAT, ACT, and TSI scores are below the college readiness benchmark standards creating a gap in opportunities for college admission and enrollment. Root Cause: Implement with fidelity the AVID Strategies school-wide. Teachers will have opportunities to attend Professional Development (AP, IB). Develop time in the school day for enrichment opportunities for students.</p>

Goal 4: ENSURE PROFICIENCY

2c: Increase the percent of all students on grade level (all grades/all subjects at the Meets grade level standard)

Performance Objective 2: Jefferson will support the comprehensive development of the whole child to include social, emotional, academic, and integrated student supports which address trauma-informed care and decrease incidents of behavioral health challenges by the end of the 2022-2023 school year

Evaluation Data Sources: Evaluations; Strategy Implementation; Mental health detentions

Strategy 1 Details	Reviews			
<p>Strategy 1: Staff will participate in the campus PBIS Program to recognize students who demonstrate a PRIDE behavior to achieve success.</p> <p>KPI/Metric/Measure: Discipline reports, student academics, drop-out rate: Staff will reward students with Mustang Bucks who demonstrate PRIDE (Positive attitude, Respect, Inspire, Do your part, Everyone counts). Teachers will be rewarded. School wide reward will be used to encourage PRIDE attitude! Reduce referrals and increase positive behavior and morale.</p> <p>Staff Responsible for Monitoring: Campus Behavior Specialist, SEAD Specialist, IA assistant, teachers, administration</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Additional Targeted Support Strategy</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Jefferson will continue to effectively implement the campus Restorative Justice Program using restorative practices to support the whole child and decrease behavioral incidents/suspensions.</p> <p>KPI/Metric/Measure: Discipline Reports, Behavior Logs, PEACE Room Logs, Social Worker/CIS Reports,</p>	Formative			Summative
	Oct	Jan	Apr	June

Discipline Incidents, Attendance, Estrada Enrollment

Staff Responsible for Monitoring: Behavior Specialist, SEAD Specialist, Social Worker, Communities In School, Administration, Counselors

- TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 3: Positive School Culture

- Additional Targeted Support Strategy

Problem Statements: School Processes & Programs 1

Funding Sources: Supplies, Resources, Printing, and Snacks - 282 - ESSER - \$6,000



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs

Problem Statement 1: Students are at higher risk of dropping out of school without academic, motivational and social & emotional support. **Root Cause:** The campus will develop a laser focus on social/emotional wellness to support students who have not been successful. Restorative practices will be used to build positive relationships and support.





Goal 5: ENSURE PROFICIENCY

2d: Increase % on-time, 4-year Graduation and decrease Dropout Rates

Performance Objective 1: Increase the percent of on-time, 4-year Graduation from 93 to 95 and decrease Dropout Rates from 6.6 to 5.

Evaluation Data Sources: Graduation Rates

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers in all four content areas will provide tutoring for students in the homeroom period. Learning labs used during the day to address credit recovery. Twilight School addressing student credit recovery for academics and attendance.</p> <p>KPI/Metric/Measure: Sign In sheets, Decrease in failure rates, Decrease of non masters, Tutoring forms</p> <p>Staff Responsible for Monitoring: Campus Administration, Academic Deans, DC's, Twilight School Staff</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Twilight School Staffing - 164 - State Compensatory Education (SCE) - \$5,150</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize EOC intervention courses and built in intervention time in our schedule to target non masters in passing the EOC. Individualized intervention plans will be created based on EOC assessment performance.</p> <p>KPI/Metric/Measure: EOC scores will improve from the previous year.</p> <p>Staff Responsible for Monitoring: DC's, IB Coordinators, Campus Administration, Academic Deans</p> <p>- Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: The social worker will provide appropriate social and community based support services for our students and their parents in support of the emotional well-being of students, thus increasing their attendance and learning readiness. The social worker will facilitate communication among the community, school, parents, and students.</p> <p>KPI/Metric/Measure: Improved student achievement and attendance.</p> <p>Staff Responsible for Monitoring: Campus and District Administration</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: Travel, Printed Material, and Supplies for Social Worker - 164 - State Compensatory Education (SCE) - \$500</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Special Education teachers will monitor student's academic success via collaboration with general education teachers while providing interventions/tutoring if needed within a Co-Teach Model.</p> <p>KPI/Metric/Measure: Assessment data, Student grades, Planning session, Observations</p> <p>Staff Responsible for Monitoring: Spec Ed DC, Campus Administration</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Through the Edgenuity Online Learning Resource, students will receive online curriculum courses to support traditional and non-traditional learning.</p> <p>KPI/Metric/Measure: Students increase core course grades, attendance, behaviors, performance on district and state-wide exams and number of students graduating with cohort.</p> <p>Staff Responsible for Monitoring: Campus level at-risk staff and Admin over Online Learning</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Edgenuity Subscription - 164 - State Compensatory Education (SCE) - \$12,500</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:





Student Learning
<p>Problem Statement 1: As a district, 31% of students are at grade level in reading and 35% in math. 16% of our students are not graduating "on time," and 27% of our students are not college, career, or military ready. Also, 17.2 % of Emergent Bilinguals are scoring beginning on TELPAS reading and 31.8% of EB students with multiple years in the US are scoring Beginning/Intermediate on TELPAS composite. Root Cause: As a district, we need to improve systems that involve assessments, evaluate the assessments' results, create targeted, differentiated, and aligned learning experiences, and create intervention plans for students with gaps in grade-level readiness.</p>
School Processes & Programs
<p>Problem Statement 1: Students are at higher risk of dropping out of school without academic, motivational and social & emotional support. Root Cause: The campus will develop a laser focus on social/emotional wellness to support students who have not been successful. Restorative practices will be used to build positive relationships and support.</p>

Goal 5: ENSURE PROFICIENCY

2d: Increase % on-time, 4-year Graduation and decrease Dropout Rates

Performance Objective 2: Implement a Campus wide system for monitoring student attendance. Increase the attendance rate from 82% to 90%.

Evaluation Data Sources: Attendance Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will use variety of strategies to increase student attendance that will include but not be limited to: using Gradebook to monitor both daily and classroom attendance, collaboration between monitoring and general education teachers, collaboration with attendance clerks, student engagement facilitator, attendance committee, and parent family liaison. Teachers will use homeroom to hyper-monitor students with chronic attendance, behavioral issues and grades.</p> <p>KPI/Metric/Measure: Attendance Reports, Contact logs, Parent Meetings</p> <p>Staff Responsible for Monitoring: Teachers, Attendance Committee, Attendance Clerk, Administration</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Supportive attendance strategies and effective campus monitoring will be implemented by the Leaver Team to improve student attendance percentage and lower drop-out rates.</p> <p>KPI/Metric/Measure: Attendance Reports, Drop-out Monitoring System, Leaver/Attendance Committee</p> <p>Staff Responsible for Monitoring: Campus Attendance Committee, Administration, Attendance Clerk, Face Specialist</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: Compared to previous years, attendance rate for our campus dropped by 10%. Root Cause: Families continue to cope with effects of COVID and returning to an in-person campus learning environment.</p>





Goal 5: ENSURE PROFICIENCY

2d: Increase % on-time, 4-year Graduation and decrease Dropout Rates

Performance Objective 3: FACE Specialist will be used to increase parent partnerships, the percentage of parents attending school events and assist with students who are at-risk, poor attendance, or need support.

Evaluation Data Sources: Agenda, Sign in sheets, Parent Participation Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Engage parents and family members to participate in meetings and training that will build capacity and a partnership and provide resources to increase the academic achievement of all students. We will convene each Spring with parents and family members to jointly develop and review the Parent and Family Engagement Policy and School Parent Compact.</p> <p>KPI/Metric/Measure: Agenda, Sign in sheets, Parent Feedback Staff Responsible for Monitoring: FACE Specialist, Administration</p> <p>Problem Statements: Perceptions 1 Funding Sources: Refreshment - 211 - ESEA Title I, Part A - Regular - \$500, Supplies and Materials - 211 - ESEA Title I, Part A - Regular - \$500</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize FACE Specialist for home visits for students who are at risk, attendance issues, or need additional support such as referral to social worker or other agencies.</p> <p>KPI/Metric/Measure: Travel Log, Staff Referrals, FACE documentation Staff Responsible for Monitoring: FACE Specialist, Principal</p> <p>Problem Statements: Demographics 1 Funding Sources: Travel - 199 - Local Maintenance - \$250</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: FACE Specialist will be utilized to increase parent involvement and assist with parent nights, open house and other various school events.</p> <p>KPI/Metric/Measure: Payroll Staff Responsible for Monitoring: Principal</p> <p>Problem Statements: Perceptions 1 Funding Sources: Salary - 199 - Local Maintenance - \$32,054</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Opportunities for parents to attend various events such as Open House, Testing informational session, college readiness events, financial aid nights, coffee with the principal, Senior night etc. Parents will have an opportunity to review and revise the PFE policy.</p> <p>KPI/Metric/Measure: Sign in Sheets, Increase in Parent Participation, Parent input to PFE</p> <p>Staff Responsible for Monitoring: FACE Specialist, Principal</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: Refreshments - 211 - ESEA Title I, Part A - Regular - \$3,727, Materials, Supplies, Resources - 211 - ESEA Title I, Part A - Regular - \$3,727</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: FACE Specialist will attend Professional Development related to their job description/duties.</p> <p>KPI/Metric/Measure: Professional Development</p> <p>Staff Responsible for Monitoring: FACE Specialist/Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 3 - Student Learning 2</p> <p>Funding Sources: Professional Development/Training - 211 - ESEA Title I, Part A - Regular - \$200</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: Compared to previous years, attendance rate for our campus dropped by 10%. Root Cause: Families continue to cope with effects of COVID and returning to an in-person campus learning environment.</p>
<p>Problem Statement 3: There is a need to recruit, develop, and retain high quality and experienced staff which includes teachers and administrators. Root Cause: Ensure a plan is in place to grow and retain high quality teachers and administrators that includes positive mentoring relationships, professional development opportunities, on going curriculum training, and leadership/growth opportunities for staff.</p>
Student Learning
<p>Problem Statement 2: There is a need to recruit, develop, and retain high quality and experienced staff which includes teachers and administrators. Root Cause: Ensure a plan is in place to grow and retain high quality teachers and administrators that includes positive mentoring relationships, professional development opportunities, on going curriculum training, and leadership/growth opportunities for staff.</p>

Perceptions

Problem Statement 1: Parent participation is not at the preferred level for academic focused events and assisting their student to complete college applications/FAFSA form. . **Root Cause:** Develop partnerships that involve parents in the decision making process for student academic success. Educate families on the importance of completing college applications/FAFSA form.


Goal 5: ENSURE PROFICIENCY


2d: Increase % on-time, 4-year Graduation and decrease Dropout Rates


Performance Objective 4: Homelessness, Foster Care and Social Workers will work with students in support of removing social, emotional, and community barriers that impede student enrollment, attendance, and ultimately school success and academic achievement.


Evaluation Data Sources: ARMS, Attendance, Academic Performance

Strategy 1 Details	Reviews			
<p>Strategy 1: Social workers will work in schools to provide appropriate social, community, and counseling services for students and their families, and support the emotional well-being of the students, thus increasing the students' learning readiness. Social workers will facilitate communication between the school, community, and families.</p> <p>KPI/Metric/Measure: Social Worker Service Logs, Student Progress</p> <p>Staff Responsible for Monitoring: Social Worker</p> <p>Problem Statements: Student Learning 3 - School Processes & Programs 1</p> <p>Funding Sources: Supplies/Materials - 164 - State Compensatory Education (SCE) - \$171, Mileage - 164 - State Compensatory Education (SCE) - \$1,200, Technology - 164 - State Compensatory Education (SCE) - \$1,600</p>	Formative			Summative
	Oct	Jan	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 4 Problem Statements:

Student Learning
<p>Problem Statement 3: Jefferson students have not met or exceeded state and national averages on assessments in rigorous courses or for college admissions. PSAT, SAT, ACT, and TSI scores are below the college readiness benchmark standards creating a gap in opportunities for college admission and enrollment. Root Cause: Implement with fidelity the AVID Strategies school-wide. Teachers will have opportunities to attend Professional Development (AP, IB). Develop time in the school day for enrichment opportunities for students.</p>
School Processes & Programs
<p>Problem Statement 1: Students are at higher risk of dropping out of school without academic, motivational and social & emotional support. Root Cause: The campus will develop a laser focus on social/emotional wellness to support students who have not been successful. Restorative practices will be used to build positive relationships and support.</p>

Goal 6: CULTIVATE HIGH-PERFORMING STUDENTS





3a: Increase the percent of Grade 8 students earning HS credit

Goal 7: CULTIVATE HIGH-PERFORMING STUDENTS

3b: Increase the percent of HS students earning college credit (AP, IB, DC, etc.)

Performance Objective 1: Increase the percent of HS students earning college credit (AP, IB, DC, etc.) from 45% to 46%.

Evaluation Data Sources: AP exam results; dual credit hours earned; certifications earned

Strategy 1 Details	Reviews			
<p>Strategy 1: Build into our master schedule time for students to prep for the AP, IB, DC exams while expanding opportunities for student to take college level courses.</p> <p>KPI/Metric/Measure: Increase numbers in college level courses, Increase passing scores.</p> <p>Staff Responsible for Monitoring: IB and AP Administrator, Lead Counselor, Master Scheduler</p> <p>Problem Statements: Student Learning 5</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: District will provide funds for student AP Testing ED and NON ED.</p> <p>KPI/Metric/Measure: Provide funding for students to take AP exams to increase number of students toward CCMR and provide students opportunity to receive college credit in high school.</p> <p>Staff Responsible for Monitoring: Principal, AP Testing Coordinator, CTC</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>-</p> <p>Problem Statements: Student Learning 5</p> <p>Funding Sources: AP Exams for Students - 164 - State Compensatory Education (SCE) - \$37,000</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 5: Students achieving CCMR status before their senior year is less than 65% overall for our campus. Root Cause: PSAT, SAT, ACT, and TSI scores are below the college readiness benchmark standards creating a gap in opportunities for college admission and enrollment. Prep courses for SAT and ACT will focus on strategies to pass. CTE pathway certifications obtained before senior year. Promote growth in IB Diploma Program, DC, and AP courses for 9th/10th grade.</p>

Goal 8: TARGETED FOCUS ON POST-SECONDARY SUCCESS
 4a: Increase the % meeting TSI/SAT/ACT college-ready performance

Performance Objective 1: Increase the percent of students meeting TSI/SAT/ACT college-ready performance from 42 to 45.

Evaluation Data Sources: TSI, SAT, and ACT results

Strategy 1 Details	Reviews			
<p>Strategy 1: Use of Khan Academy and SchoolLinks to have students access practice and modules to increase SAT/ACT/AP scores.</p> <p>KPI/Metric/Measure: Khan Academy Reports, SchoolLinks Reports, Student Scores, Increase performance on practice exams</p> <p>Staff Responsible for Monitoring: Lead Teachers, Counselors, Administration</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 5</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Attend Professional Learning that is focused on data driven student-centered instructional decisions in order to increase student learning and student achievement. The focus of the professional learning is to create vertically and horizontally aligned lessons that fulfill the TEKs, College and Career Readiness Standards, ACT, and SAT readiness.</p> <p>KPI/Metric/Measure: Planning/Collaboration, Lesson Plans, Logs, Student Assessment Scores</p> <p>Staff Responsible for Monitoring: Content teacher, DC, Administration, Academic Deans</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Professional Development - 199 - Local Maintenance - \$3,000</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: As a district, 31% of students are at grade level in reading and 35% in math. 16% of our students are not graduating "on time," and 27% of our students are not college, career, or military ready. Also, 17.2 % of Emergent Bilinguals are scoring beginning on TELPAS reading and 31.8% of EB students with multiple years in the US are scoring Beginning/Intermediate on TELPAS composite. **Root Cause:** As a district, we need to improve systems that involve assessments, evaluate the assessments' results, create targeted, differentiated, and aligned learning experiences, and create intervention plans for students with gaps in grade-level readiness.

Problem Statement 5: Students achieving CCMR status before their senior year is less than 65% overall for our campus. **Root Cause:** PSAT, SAT, ACT, and TSI scores are below the college readiness benchmark standards creating a gap in opportunities for college admission and enrollment. Prep courses for SAT and ACT will focus on strategies to pass. CTE pathway certifications obtained before senior year. Promote growth in IB Diploma Program, DC, and AP courses for 9th/10th grade.





Goal 9: TARGETED FOCUS ON POST-SECONDARY SUCCESS

4b: Increase the % of HS students College, Career, & Military Ready (CCMR)

Performance Objective 1: Increase the percentage of high school students who are College, Career, & Military Ready (CCMR) from 77 to 80.

Evaluation Data Sources: CCMR ratings

Strategy 1 Details	Reviews			
<p>Strategy 1: AVID School-wide: AVID strategies will be used in order to prepare students for success in high school, college, and a career, especially students traditionally underrepresented in higher education. Strategies such as Cornell notes, learning logs, Socratic seminars, marking the text, etc.</p> <p>KPI/Metric/Measure: learning walks, lesson plans, students work, AVID binders</p> <p>Staff Responsible for Monitoring: AVID Coordinator, AVID Site Committee, AVID Administrator, Academic Deans, Department Chairs, Administrators</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>Problem Statements: Student Learning 3</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: AP teachers will attend conferences to increase the rigor and student expectations in the classroom. AP teachers will collaborate with each other to increase student achievement.</p> <p>KPI/Metric/Measure: Improved AP passing scores</p> <p>Staff Responsible for Monitoring: AP coordinator, Campus Administration</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: Professional Development - 470 - Local Supplemental - \$6,000</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Purchase of supplies/resources (ex. books) for the lead counselor to assist students, parents, and staff in the area of college readiness. Travel expense to counselors for professional development.</p> <p>KPI/Metric/Measure: Ability to service our students in the area of college readiness.</p> <p>Staff Responsible for Monitoring: Lead Counselor, Campus Administration</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>Problem Statements: Student Learning 5</p> <p>Funding Sources: Supplies and Materials - 211 - ESEA Title I, Part A - Regular - \$150, Counselor Travel - 211 - ESEA Title I, Part A - Regular - \$3,000, Reading Materials - 211 - ESEA Title I, Part A - Regular - \$150</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:





Student Learning
<p>Problem Statement 3: Jefferson students have not met or exceeded state and national averages on assessments in rigorous courses or for college admissions. PSAT, SAT, ACT, and TSI scores are below the college readiness benchmark standards creating a gap in opportunities for college admission and enrollment. Root Cause: Implement with fidelity the AVID Strategies school-wide. Teachers will have opportunities to attend Professional Development (AP, IB). Develop time in the school day for enrichment opportunities for students.</p> <p>Problem Statement 5: Students achieving CCMR status before their senior year is less than 65% overall for our campus. Root Cause: PSAT, SAT, ACT, and TSI scores are below the college readiness benchmark standards creating a gap in opportunities for college admission and enrollment. Prep courses for SAT and ACT will focus on strategies to pass. CTE pathway certifications obtained before senior year. Promote growth in IB Diploma Program, DC, and AP courses for 9th/10th grade.</p>

Goal 10: TARGETED FOCUS ON POST-SECONDARY SUCCESS

4c: Increase the percent of graduates attending College

Performance Objective 1: Increase the percent of graduates attending College from 55 to 60.

Evaluation Data Sources: College enrollment results post-graduation

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will attend the College and Career Hub on campus and Cafe College off-campus to get assistance from advisers.</p> <p>KPI/Metric/Measure: Sign in sheet for CCH, Student applications for college and scholarships</p> <p>Staff Responsible for Monitoring: Lead Counselor, Administration</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Host Parent College FAFSA Nights</p> <p>KPI/Metric/Measure: College Applications, Scholarships, Sign in sheets</p> <p>Staff Responsible for Monitoring: Lead Counselor, Counseling Team, College Advisors</p> <p>TEA Priorities: Connect high school to career and college</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Oct	Jan	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 1: Parent participation is not at the preferred level for academic focused events and assisting their student to complete college applications/FAFSA form. . Root Cause: Develop partnerships that involve parents in the decision making process for student academic success. Educate families on the importance of completing college applications/FAFSA form.</p>

Goal 11: District Purchases for Campuses Monitored at the District Level - ENSURE PROFICIENCY

2c: Increase the percent of all students on grade level (all grades/all subjects at the Meets grade level standard)

Performance Objective 1: By the end of 2022-2023, student grade level readiness will increase by 5%, the 4 year graduation rate will increase to 85.4% and the CCMR rate to 75%.

Evaluation Data Sources: CBE Results, MAP results, PSAT results, SAT results, ACT results, retention rates, drop out rates, and graduation rates

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will be offered college readiness exams such as the PSAT at no cost to themselves. KPI/Metric/Measure: By the end of 2022-2023, the college ready ratings will increase by 5% Staff Responsible for Monitoring: SAISD Testing and Evaluation Staff with assistance from campus counselors</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: PSAT Examinations - 164 - State Compensatory Education (SCE) - \$11,074</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Campuses will implement the MAP assessment platform and conduct an assessment at the beginning, middle, and end of the year. KPI/Metric/Measure: By the end of 2022-2023, the grade-level ready ratings will increase by 5%</p>	Formative			Summative
	Oct	Jan	Apr	June

Staff Responsible for Monitoring: SAISD Testing and Evaluation Staff with assistance from campus counselors

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Connect high school to career and college, Improve low-performing schools

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 1

Funding Sources: MAP Assessment Platform - 164 - State Compensatory Education (SCE) - \$7,380



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: As a district, 31% of students are at grade level in reading and 35% in math. 16% of our students are not graduating "on time," and 27% of our students are not college, career, or military ready. Also, 17.2 % of Emergent Bilinguals are scoring beginning on TELPAS reading and 31.8% of EB students with multiple years in the US are scoring Beginning/Intermediate on TELPAS composite. **Root Cause:** As a district, we need to improve systems that involve assessments, evaluate the assessments' results, create targeted, differentiated, and aligned learning experiences, and create intervention plans for students with gaps in grade-level readiness.